

NON-FORMAL EDUCATION IN FIJI :
THE POTENTIAL FOR
PRIMARY SCHOOL-BASED
PROGRAMMES

AKANISI KEDRAYATE LEWARAVU

T.Cert. (N. T.C, Fiji), C.Ed.Cert. (Waikato, N.Z),

M. Ed. (Hons) (Glasgow)

A THESIS SUBMITTED FOR THE
DEGREE OF DOCTOR OF
PHILOSOPHY OF THE
UNIVERSITY OF NEW ENGLAND.

1996

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ACKNOWLEDGEMENTS

Life is a gift from God and learning from life's experience, pragmatically is a daily process. But the opportunity to pause and study our daily experience in depth, and to examine it systematically in the light of theory, is a luxury afforded to few. This opportunity was given to me by the University of the South Pacific and the University of New England through an award of the International Development Programme administered by the Australian International Development Assistance Bureau (AIDAB).

Learning involves interaction, support, encouragement and these have been generously provided for me during this research by a number of people with whom I accord my sincere gratitude and great indebtedness. First and foremost, to my two supervisors, Mr Barrie Brennan and Associate Professor Richard G. Bagnall who have been most helpful and provided invaluable advice, insightful comments and gave willingly their time to guide the progress of this final work. Their positive encouragement and support, was vital and greatly appreciated. At the beginning of this study, Dr. Ralph Clarke gave constant encouragement and helpful discussion.

Various other members of staff of the Department of Administrative, Higher and Adult Education Studies were very helpful, particularly Dr. Narottam Bhindi who contributed useful data on the Indo-Fijians.

The opportunity to explore the experience in the field was afforded to me by the Government and many people in Fiji. The fieldwork which I undertook in 1992 gave me the enormous enjoyment of seeing again and

interviewing many of my former colleagues and friends and capturing their voices on tape. In addition the pleasure of visiting the rural communities and to learn from the experience of the people was greatly enriching.

For these experiences I am grateful to the former Permanent Secretary for Education (Mr Hari Ram), and senior members of his staff particularly the Chief Education Officer, Primary (Mr Sefanaia Koroi), the Divisional Education Officer Northern (Mr Tevita Ba), the Senior Education Officer Northern (Mrs Asenaca Vakaotia), Senior Education Officer Nadroga/Navosa (Ratu Eroni Tawake), Acting Divisional Education Officer, Central Division and Education Officer (Mr Savirio Lomavere) for facilitating my entry to the selected schools. These officers gave their time generously to be interviewed and some accompanied me to the school and communities. The Senior Education officer for Careers (Mrs Kolora Cavu) who is also the president for the Fiji Association of Non-Formal Educators (FANFE) provided a lot of useful data.

The headteachers, assistant headteachers and all the teachers of the selected schools were very helpful and gave their time generously in interviews. They were enthusiastic, open and contributed a lot of valuable data for this research. I am truly grateful to all the headteachers who organised my entry to the communities. They also made arrangements for the community workshops and provided accommodation and hospitality during my stay in the communities. To all the school committees and community members, who participated in the workshops and unreservedly provided valuable data, a big 'vinaka vakalevu' and 'dhanyabaad' (thank you very much).

The Ministry of Youth, Employment Opportunities and Sports facilitated the field research in a number of ways including providing transport, informing the schools and enabling officers to accompany me. Unrestricted access to documents and files played a vital role in obtaining crucial insights and copious high quality data. The Opportunity to be at their planning meeting as a resource was very much appreciated.

For all this I am grateful to the Hon. Minister then (Ratu Inoke Kubuabola) and Permanent Secretary (Dr Ahmed Ali) for their support. But it was the Director of Youth (Mr Cavu) who co-ordinated my field research and provided a great wealth of information and insight to the research. Mrs Vani Samuwai, the Youth Officer responsible for NFE school-based was very helpful and supportive and gave a lot of quality data. She and Mr Tale Karavaki not only gave their time to be interviewed but accompanied me to some of the communities. The Principal Administration Officer for Youth (Mr Waisea Davuiqalita), took time to pause from his work and provided some valuable information.

The School of Humanities at the University of the South Pacific facilitated the research in a number of ways, including supplying an office space and other facilities. Academic staff at the school, Dr Muralidhar, Dr Tupeni Baba, Dr Adele Jones, Mr Akhilanand Sharma, Mr Cliff Benson and Mr Joseph Veramu who acted as key informants gave their time willingly for interviews and provided valuable insights into the research. Other key informants at the university who made important contributions included Dr Vijay Naidu, Professor Asesela Ravuvu, Ms Cema Bolabola and Ms Emiliana Afeaki.

In addition to those mentioned, the following key informants made useful contributions: Mr Luke Raturvuki, Mr Simione Nadakua, Health Sister Naomi Raiqio, Mr Rupeni Vakamoce, Mr Eroni Delai, Ms Seruwaia Waqabaca, Mr Hassan Khan, Mr Savenaca Nacanitaba, Ms Tauga Vulaono, Mr Nelson Delailomaloma, Mrs Senitieli Leo, Mrs Loata Karavaki and Mr Ragwan Nand.

Getting all the data together on the computer and compiling this final report has been a big learning experience for me. It had been a real battle and cause of frustrations at times. But the expert advice and assistance given by a fellow student and friend, Mr Ben Crawford has been a tremendous help and to him I am very grateful.

Finally, and most particularly, I wish to acknowledge and express my thanks for the support and encouragement by my immediate family. Inoke has provided a lot of encouragement, support and emotional comfort whenever needed. His practical support and boundless tolerance and understanding has played a key role in the completion of this thesis. To the children Vika, Lo and Di Kula for the joy of their companionship and the delight in their own academic progress.

The challenges they provided as teenagers studying and living in another culture has constantly alerted me to pause from my pre-occupation with this thesis and to learn and understand their experiences. Last but not least, the prayers of my extended family in Fiji, particularly my late father, and the spiritual support of my Christian friends in Armidale and Fiji has provided me with patience, endurance and strength to complete this work.

DEDICATION

This study is dedicated to my dear and loving
late parents, Losena and Kemueli Kedrayate
for their sacrifice, support and
encouragement to my study and work.

DECLARATION

I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree.

I certify that any help received in preparing this thesis, and all sources used, have been acknowledged in this thesis.

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Akanisi Lewaravu

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LIST OF ABBREVIATIONS

AIDAB	Australian International Development Assistance Bureau.
APPEAL	Asia and Pacific Programme of Education for All.
ASPBAE	Asia and South Pacific Bureau of Adult Education.
BOS	Bureau of Statistics.
CAPE	Comprehensive Access to Primary Education.
CEOP	Chief Education Officer.
CIDA	Canadian International Development Assistance.
CO-PLANNER	Community Participation in Planning and Management.
CPO	Central Planning Office.
DEO	Divisional Education Officer.
DO	District Officer.
D.V.V	Deutscher-Volkshochschul-Verband.
FANFE	Fiji Association of Non-formal Educators.
FNTC	Fiji National Training Council.
FCOSS	Fiji Council of Social Services.
GDP	Gross Domestic Product.
GO	Government Officer.
HT	Headteacher
ICAE	International Council of Adult Education.
ILO	International Labour Organisation.
MEWCST	Ministry of Education Women Culture Science and Technology.
MPI	Ministry of Primary Industries.
MYEOS	Ministry of Youth Employment Opportunities and Sports.
NFE	Non-Formal Education.
NGO	Non-government Organisation.

PS	Permanent Secretary.
PYO	Principal Youth Officer.
SAO	Senior Agricultural Officer.
SEO	Senior Education Officer.
SOH	School of Humanities.
SPC	South Pacific Commission.
UN	United Nations.
UNDP	United Nations Development Programme.
UNESCO	United Nations Educational Scientific Cultural Organisation.
UNICEF	United Nations Children Emergency Fund.
UPE	Upper Primary Education.
USP	University of the South Pacific.
VAT	Value Added Tax.
YMCA	Young Men Christian Association.
YWCA	Young Women Christian Association.

ABSTRACT

Non-formal education is an accepted form of education in Fiji. Many programmes have been instituted by different providers either institutionally or community-based. Primary-school-based NFE is a recent innovation initiated mainly by headteachers in some rural schools, with the support of some government and non-government officers. The programmes that have attempted to respond to various perceived needs and problems in the community, showed a stop-start, ad hoc and uncoordinated nature. It will be established in this study whether there is lack of empirical knowledge and understanding of the concept of NFE and the potential of NFE primary-school-based programmes in Fiji. Thus, the central purpose of this study was to explore the potential of NFE primary-school-based programmes in Fiji.

The examination of Fiji's socio-economic, cultural and political background provided a context for the study. An examination of western adult education literature was then used to reveal essential features and strategies that were the basis on which an ideal model of NFE was constructed. These key features were of two types. The first feature is related to the conceptualisation of NFE while the remaining seven were concerned with programme planning at various level of organisation. These key features were operationally defined and provided the assumptions that were the basis on which the actual NFE programmes were assessed.

A qualitative approach was selected as appropriate to the cultural context of the study, using the case study strategy. Primary-school-based programmes were selected as case studies; three were still operating and

two had been discontinued. Data collection was undertaken in Fiji from May, 1992 to January, 1993.

Data were gathered by interviews, documentary evidence and community workshops all of which were considered relevant to the cultural context of the study.

The major findings were that, while the NFE concept in operation differed in the selected schools, NFE school-based programmes had considerable potential and were accepted and supported by the school and the community. However, if the potential of NFE was to be fully realised, it could no longer rely on ad hoc, unsystematic arrangements, but needed arrangements authorised and supported by government. The legitimisation of the structure and processes at various levels - national, divisional and school or community was judged to be needed to enhance the realisation of the potential of NFE school-based programmes.

A number of recommendations are put forward with a view to affecting the current practice and commitment to the role of NFE in community and national development. They are an attempt to enable all the stakeholders in NFE (GOs policy and decision makers, divisional and senior education officers, headteachers, school committees and community groups) to develop and follow through a commitment to an organised, planned and adequately resourced course of action for NFE school-based programmes. Above all, the proposals are intended to take account of the data gathered and insights gained in the course of the study. Attempts have been made to stay true to the ideal identified in the literature examined, in examining the actual practice and in formulating the implications for school-based NFE in Fiji.